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ABSTRACT

The reading performance standard descriptors in this document support the sections of the English/Language Arts Content Standards adopted by the Alaska State Board of Education. It begins with listing competencies associated with being a competent and thoughtful reader; thinking logically and reflectively; and understanding and respecting the perspectives of others. It then presents, in chart form, proficient level descriptors for reading performance assessed in third, sixth, and eighth grades, and in the High School Qualifying Exam. (RS)

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READING PERFORMANCE STANDARDS PROFICIENT LEVEL DESCRIPTORS

RELATIONSHIP TO ALASKA CONTENT STANDARDS FOR ENGLISH / LANGUAGE ARTS

The CONTENT STANDARDS FOR ALASKA STUDENTS were adopted by the Alaska State Board of Education in 1994 and 1995. The performance standard descriptors in this document support the sections of the English/Language Arts Content Standards noted below. The Benchmark Assessments and High School Qualifying Examination will assess students competencies on these performance standards.

B: A student should be a competent and thoughtful reader, listener, and viewer of literature, technical materials, and a variety of other information. A student who meets the content standard should:

1) comprehend meaning from written text and oral and visual information by applying a variety of reading, listening, and viewing strategies; these strategies include phonic, context, and vocabulary cues in reading, critical viewing, and active listening.
2) reflect on, analyze, and evaluate a variety of oral, written, and visual information and experiences, including discussions, lectures, art, movies, television, technical materials, and literature, and,
3) relate what the student views, reads, and hears to practical purposes in the student's own life, to the world outside, and to other texts and experiences.

D: A student should be able to think logically and reflectively in order to present and explain positions based on relevant and reliable information. A student who meets the content standard should:

1) develop a position by
   A) reflecting on personal experience, prior knowledge, and new information;
   B) formulating and refining questions;
   C) identifying a variety of pertinent sources of information;
   D) analyzing and synthesizing information;
   E) determining an author's purposes.
2) evaluate the validity, objectivity, reliability, and quality of information read, heard, and seen.

E A student should understand and respect the perspectives of others in order to communicate effectively. A student who meets the content standard should:

1) use information, both oral and written, and literature of many types and cultures to understand self and others;
2) recognize content from the speaker's or author's perspective;
3) recognize bias in all forms of communication;
4) recognize the communication styles of different cultures and the possible effects on others.

READING PERFORMANCE STANDARDS

PROFICIENT LEVEL DESCRIPTORS

Between ages 5-7, students: (To be assessed in 3rd Grade.)	**Between ages 8-10, students know and are able to do everything required at earlier ages and:** (To be assessed in 6th Grade.)	**Between ages 11-14, students know and are able to do everything required at earlier ages and:** (To be assessed in 8th Grade.)	**Between ages 15-18, students know and are able to do everything required at earlier ages and:** (High School Qualifying Exam)
R1.1a Distinguish, reproduce, and manipulate the sounds in words. R1.1b Use a combination of the following to read and comprehend text: • knowledge of phonics, alphabet, and alphabetic principle, e.g. recognition of letter shapes, letter names, letter/sound relationships, initial/final consonants, vowels, letter patterns; • pictures and visual cues; • sight recognition of high frequency vocabulary words; • word structure, e.g., root words, prefixes, suffixes, rhyming words; • language structure, e.g., word order, grammar; • meaning structure, e.g., prior knowledge and context; • text structure, e.g. read left to right.	R2.1a Use a combination of the following to read and comprehend text: • knowledge of phonetics, language structure, and semantics; • text structures such as illustrations, graphs, and headers; • self-monitoring and self-correcting strategies; • adjusting reading pace or style based on purpose, task, and type of text. R2.1b Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words.	R3.1 Apply knowledge of word origins, structure and context clues, and root words, and use dictionaries and glossaries, to determine the meaning of new words and to comprehend text.	R4.1 Apply knowledge of syntax, roots, and word origins, and use context clues and reference materials, to determine the meaning of new words and to comprehend text.
R1.2a Comprehend literal meaning from text. R1.2b Use a variety of strategies to support comprehension, including predicting, questioning, rereading, and monitoring own comprehension.	R2.2a Infer meaning from text.		
R1.3 Read texts aloud with expression, demonstrating knowledge of punctuation and other conventions of print.	R2.3 Read texts aloud with rhythm, flow, expression, and demonstrating knowledge of punctuation and other conventions of print.	R3.3 Rehearse and read texts aloud to an audience, in performances such as readers theater, reading to younger students or peers, or as part of formal presentations including research reports and literature responses.	

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Between ages 5-7, students: (To be assessed in 3rd Grade)	**Between ages 8-10, students know and are able to do everything required at earlier ages and:** (To be assessed in 6th grade.)	**Between ages 11-14, students know and are able to do everything required at earlier ages and:** (To be assessed in 8th grade.)	**Between ages 15-18, students know and are able to do everything required at earlier ages and:** (High School Qualifying Exam)
R1.4a Retell or dramatize a story after reading it. R1.4b Restate information after reading a text.	R2.4a Retell stories in correct sequence. R2.4b Restate and summarize information or ideas from a text.	R3.4 Restate and summarize information or ideas from a text and connect new information or ideas to prior knowledge and experience.	R4.4 Summarize information or ideas from a text and make connections between summarized information or sets of ideas and related topics or information.
R1.5 Identify the main idea of a passage.	R2.5 Locate evidence in the text and from related experiences to support understanding of a main idea.	R3.5 Clarify and connect main ideas and concepts, identify their relationship to other sources and related topics, and provide supporting details.	R4.5a Identify and assess the validity, accuracy, and adequacy of evidence that supports an author's main ideas. R4.5b Critique the power, logic, reasonableness, and audience appeal of arguments advanced in public documents.
R1.6 Read and follow simple directions to complete a simple task.	R2.6 Read and follow multi-step directions to complete a simple task.	R3.6 Read and follow multi-step directions to complete a task, and identify the sequence prescribed.	R4.6 Read and follow multi-step directions to complete complex tasks.
R1.7 Distinguish between common forms of text (genres): • fiction and non-fiction, • prose and poetry, and • short story and drama	R2.7 Explain the characteristics of the following: • fiction and non-fiction, • prose and poetry, and • four major genres of fiction: short story, drama, novel, and poetry.	R3.7 Analyze basic rules (conventions) of the four genres of fiction (short story, drama, novel, and poetry).	R4.7 Analyze the rules (conventions) of the four genres of fiction (short story, drama, novel and poetry) and the techniques used in these genres, and evaluate the effects of these conventions and techniques on the audience.
R1.8 Identify and describe basic plot, main characters, and setting (time and place) in fiction.	R2.8a Define and identify plots, settings, and characters in fiction. R2.8b Compare and contrast plots, settings, and characters in a variety of works by a variety of authors.	R3.8 Analyze and evaluate narrative elements including plot, character, setting and point of view to determine their importance to the story.	R4.8 Analyze, and evaluate how authors use narrative elements and tone in fiction for specific purposes.
R1.9 Express own opinions about texts.	R2.9a Differentiate between fact and opinion. R2.9b Express opinions about a text and support these opinions with textual evidence.	R3.9a Differentiate between fact and opinion in text. R3.9b Analyze an author's purpose and offer a critical opinion of the effectiveness of the text in meeting that purpose.	R4.9 Express and support assertions with evidence from the text or experience about the effectiveness of a text.
R1.10 Make connections between a text and personal experiences, experiences of others, or other texts, and locate details in the text to illustrate these connections.	R2.10 Identify themes in texts and connect them to personal experiences, experiences of others, and other texts.	R3.10 Connect themes to personal experiences, experiences of others, and other texts, and locate evidence from texts to support or illustrate these connections.	R4.10 Analyze and evaluate themes across a variety of texts, using textual and experiential evidence.
R1.11 Identify basic cultural influences in texts.	R2.11 Connect cultural events, ideas, settings, and influences from one text to similar texts from other cultures.	R3.11 Compare and contrast how texts reflect historical and cultural influences.	R4.11 Analyze the effects of cultural and historical influences on texts.

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